

Assessing Levels of Stress

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Intention: To help students reflect on situations that make them feel stressed and to practice using a grid to display information.

Population: Intermediate ESOL class, but can be adapted to any population

Materials: Teacher-prepared table (See below)

Preparation:

- Decide which event or activity you want to focus on.
- Review the activity with the class.

Implementation:

1. In this case, the activity was a trip to the Museum of Fine Arts in Boston. We took public transportation (The “T”) to get there. It was the first visit for many of the students.
2. Review the activity, step by step, for language practice (past tense) and vocabulary review.
3. Explain and discuss the concepts of low, medium, and high levels of stress.
4. Demonstrate by doing the first entry together as a class.
5. Once students are finished with their table, have them share the information.

Follow-up:

- Discuss ways to lower stress in each of the areas of the table.
- Turn this into a math lesson by tallying up the field, creating charts and graphs, and figuring out percentages.

See table below

Rate your level of stress in each of the areas below.
L= Low stress, M= Medium stress, H= High Stress

| Activity | Stress Level |
|---|---------------------|
| Meeting at Forest Hills Station | |
| Riding the bus to the museum | |
| Going into the museum | |
| Looking at the exhibit with the tour guide | |
| Leaving the museum and taking the bus home. | |
| Rate your stress for the whole day | |